

**A STUDY OF FOREIGN LANGUAGE ANXIETY
OF MALE AND FEMALE ELEMENTARY SCHOOL STUDENTS
IN LEARNING ENGLISH**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the
Attainment of the Degree of *Sarjana Pendidikan*
in English Language Education**



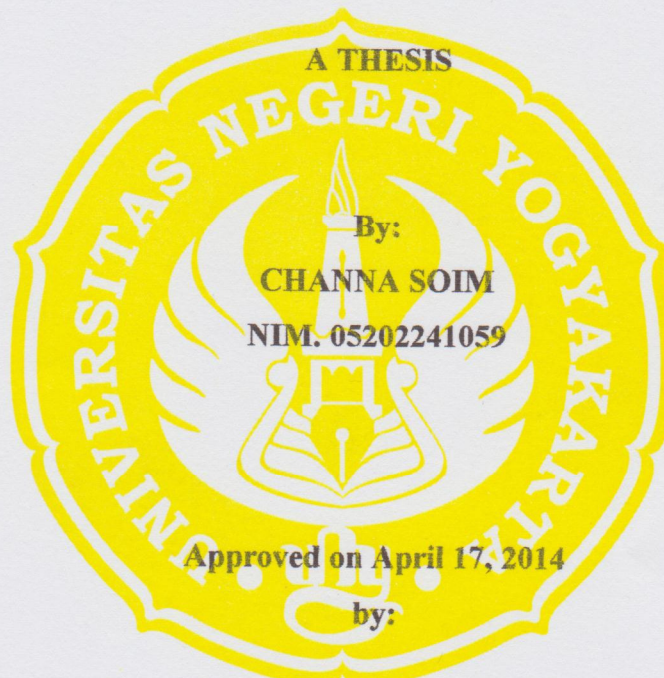
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2014

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**A STUDY OF FOREIGN LANGUAGE ANXIETY
OF MALE AND FEMALE ELEMENTARY SCHOOL STUDENTS
IN LEARNING ENGLISH**



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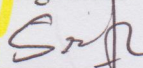
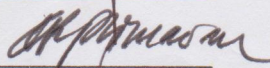
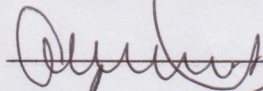
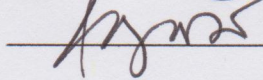
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A THESIS

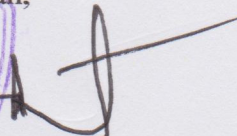
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan saya ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis,



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DEDICATIONS

This work is dedicated to:

Mama Siti Muslikhah and Bapak Soim, you are the best parents ever.

Thank you for your never-ending love, care, support, and pray.

There is no word which can express my great thanks and love to you ...

My little brother and sister, Gun and Dewi. Let's move together..

My beloved husband Mas Dori, thanks for your endless support, advice, care, love, and pray and also to my amazing boy Hibban, you are the biggest gift from Alloh SWT for us..

MOTİOS

So, verily, with every difficulty there is relief.

Verily, with every difficulty there is relief.

(QS. Al Insyiroh: 5-6)

.... If you help Alloh, Alloh will help you and make you strong.

(QS. Muhammad: 7)

“Otak Anda adalah Ibarat Raksasa Tidur”

(Tony Buzan, “Use Your Head”)

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Finally, I fully realize that this thesis is far from being perfect. However, any suggestion and advice for the improvement of this thesis greatly appreciated.

Yogyakarta, April 2014



The writer

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ABSTRACT

A STUDY OF FOREIGN LANGUAGE ANXIETY OF MALE AND FEMALE ELEMENTARY SCHOOL STUDENTS IN LEARNING ENGLISH

**Channa Soim
(05202241059)**

The objective of this study is to find out whether or not there is a significant difference in foreign language anxiety between male and female Elementary School students in learning English.

This study involved 38 students of 4th grade students of SDN Samirono in the academic year of 2013/ 2014 as the subjects of the study. The data were collected by using one instrument i.e. a questionnaire: the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986). The data were analyzed by using descriptive and inferential statistics analyses. The hypothesis testing was done to meet the objective of this study to find out the differences between male and female FLA scores by used t-test. Before the t-test was applied, the test of normality and homogeneity were administered.

The result of the data analysis showed that foreign language anxiety of SDN Samirono students had mean score 60.58 and average mean of each item 1.86. The results showed that being afraid to speak in English, test anxiety, and fear of being less competent and making mistakes were three main constructs of the students' anxiety. Furthermore, the result of the t-test showed that t_{observed} of the foreign language anxiety scale of the students of SDN Samirono is 0.643 and $df = 36$. To see whether the hypothesis was accepted or rejected, the t_{observed} was consulted to the t_{table} at the 0.05 significance level. The result showed that the t_{table} is 2.028. It means that t_{observed} (0.643) was lower than the t_{table} (2.028). Thus, the hypothesis that there is a significant difference in foreign language anxiety between male and female students of SD N Samirono in learning English is rejected. The present study provides evidence that the difference of the foreign language anxiety scale between male and female students is not significant. This raises a question because it is not congruent with existing theories. The uniqueness of this finding of the study may indicate a new phenomenon concerning gender characteristics. Unfortunately, such indication is beyond the scope and purpose of the present study. Further studies are needed to verify this finding.

Keywords: Anxiety, Foreign Language, Gender.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, there are three kinds of educational setting: non-formal education, informal education and formal education. Concerning the last mentioned, the role of English as a foreign language seems to be increasingly realized. It can be seen in the Indonesian society that English is the first foreign language that has been taught as one of the compulsory subjects taught in educational levels from the junior high school level to the university level.

Furthermore, in recent years, in elementary school, English has been taught to their students as one of the local content subject. As a local content subject, English is taught to the students of grades 4, 5 and 6. The aim of the English teaching in elementary school is to motivate the students in order that they will be ready and self-confident in learning English in higher levels. The function of the English teaching in elementary school is to introduce English as the first foreign language to the students in order that they will be able to communicate in simple English. Meanwhile, the scope of the material covers speaking, listening, reading, writing, spelling, vocabulary and the functional skills as the basics to get simple language skills. As for the teaching methodology, the meaning-based approach is applied to the teaching learning activities.

English is a new foreign language rather than our mother tongue, Bahasa Indonesia. Emphasis on oral aspects of language means that students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class. According to Harmer (1991) in Mesri (2012: 148), some of the reasons to learn English as a foreign language are school curricula, need of advancement in professional life, living in a target community permanently or temporarily, interest in different cultures, and some other specific purposes. At the end of the learning process, learners are usually expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary, discourse, and language skills.

On the other hand, it is obvious that the learning of English as a foreign language is closely and directly related to the awareness about certain individual differences, such as the beliefs, attitudes, aptitudes, motivations and affective states of learners. Among these variables, particularly language anxiety as an individual difference is an affective state seriously impeding achievement in a foreign language (Gardner, 1985: 25). There are some questions that may arise from this situation. Firstly, for the students who learn English for the first time, is there any language anxiety comes to their learning process? Secondly, based on gender, are there any differences between males and females in their language anxiety?

It is under this background that the present study is being conducted. The writer has come to choose this topic for the following reasons. First, she

has been involved in some instructional activities in the elementary school for some time. Secondly, the writer is deeply interested in the problems of the teaching and learning of English in elementary school.

B. Identification of the Problem

Learning a foreign language, especially English, is a complex process. As a process it consists of some components which are interrelated to one another. In the foreign language learning, according to Chan and Wu (2004: 295), there are three stages of teaching learning process. They are input, processing and output. The input factor includes students (as a raw input). The process factor, that is the teaching learning process, is influenced by instrumental and environment inputs. The instrumental input consists of the teacher and the curriculum, material, facilities, and management. The environmental input consists of natural and social factors. And the output includes cognitive, affective and psychomotor outcomes of learning (Zuriyah and Sunaryo, 2008: 15). Those three outcomes of learning describe learners' changes in behavior as a result of learning activities. The purpose of learning is the ultimate objective of any learning activity. It is an output which can be achieved or enhanced as a result of teaching and learning activities.

In the learning process, various factors interact with each other. One change is likely to affect other factors, which directly affects foreign language learning. As stated by Kong (2009: 145), language learning is a very complicated process and is influenced by many factors. Besides the intelligent

factor, the non-intelligent factors are the direct and the most important factors to English learning which refers to motivation, attitude, interests, age, methods, will and character. On the other hand, Jakobovits in Pudiyanti (1995: 4) proposes three major sets of factors influencing the learning process. They are: (1) learner factor, that is the ability to understand the instruction which includes the learner's aptitude, perseverance, learning strategy and consequence; (2) the instructional factors, that is the quality of the instruction which includes the opportunity to learn, transfer effect, and criterion evaluation and (3) the socio-cultural factor which refers to the language loyalty, language composition, biculturalism and consequence.

Focusing only on the learner factor, according to Chen (2011: 36), there are some factors that are influencing the learners in learning process. Those factors are the learners' age, linguistics aptitude, individual differences and psychological factors. The learners' age covers the differences between children and adult in their learning speed. The linguistics aptitude is a specific talent for language and it has high correlation to language learning. As quoted by Sawyer and Ranta (2001: 105), based on the results of factor analyses, Carroll (1981) identified four components of language aptitude: (1) Phonetic coding ability, which is "the ability to identify distinct sounds, to form association between those sounds and symbols representing them, and to retain these associations", (2) grammatical sensitivity, meaning the ability "to recognize the grammatical functions of words (or other linguistic entities) in sentence structures", (3) rote learning ability, which was defined as "the

ability to learn associations between sounds and meanings rapidly and efficiently, and to retain these associations”, and (4) inductive language learning, that is, the ability “to infer or induce the rules governing a set of language materials, given sample language materials that permit such inferences”.

Then, there is a set of such influences that vary from one learner to another, called individual learner differences. Dörnyei and Skehan (2003: 590) define that in literature four main areas are emphasized when considering individual differences in second and foreign language learning: (1) language aptitude, (2) learning style, (3) motivation, and (4) learning strategies. They add that, according to Dewaele and Furnham (1999), personality is also of certain importance. A similar approach can be found in Ellis (1985:10) who claims that “there are five general factors that contribute to individual learner differences in some depth”: (1) age, (2) aptitude, (3) cognitive style, (4) motivation, and (5) personality. Eddy (2011: 11) adds that personality and cognitive style play an important role, too. Cognitive processes are a special group of psychological processes aimed at acquiring knowledge. Cognitive processes and mental functions are often used interchangeably covering those processes (functions) which human beings perform with their minds.

Among the factors influencing the learners in learning process mentioned above, the psychological factors are very important. In psychological factors, learners are influenced by motivation, attitude and

emotion (Chen, 2011: 36). Motivation is a force that energizes and directs the learner's behavior toward a goal; attitude is how the learners treat their foreign language so that the language has its position and importance to them and their society; and emotion is a complex state of feeling that results in physical and psychological changes that influence thought and behavior.

Concerning the motivation factor, Brown (1987: 115) identifies three types of motivation: (1) Global motivation, which refers to the general orientation of the learners to the goals of learning the foreign language; (2) Situational motivation, which depends on the situation in which the learning takes place (classroom learning, naturalistic learning); and (3) Task motivation, which is the motivation of the learner to do a particular task. On the other hand, Deci and Ryan (2000: 55) define other types of motivation: extrinsic and intrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation refers to doing something because it leads to a separable outcome. According to Brown (2007: 172), extrinsic motivation is influenced by some kind of external incentive such as money, prize, grades, positive feedback. Intrinsic motivation, on the other hand, comes from the learners and their attitudes towards the language, their learning aims and goals, their emotions, their ambitions, and so on. Although intrinsic motivation comes from within and thus is internally motivated, teachers can also influence this type of motivation by 'developing a relationship with learners,

building learners' self-confidence and autonomy, personalizing the learning process, and increasing learners' goal-orientation' (Brown, 2007: 174).

Concerning the attitude factor, Larsen in Chen (2011: 37) mentioned some important factors that affect learning attitude; they are parents, friends, learning environment, teachers and ethnic emotions. Those factors might affect the attitude to be positive or negative. Positive attitudes are helpful to learner in foreign language acquisition and the negative attitudes will hinder it. Therefore teachers should pay attention to develop learners' positive attitudes. Moreover, Ellis (1985:118) stated that motivation and attitudes are important factors, which help to determine the level of proficiency achieved by different learners. It leads to the conclusion that attitude and motivation are key measure to predict the success in foreign language acquisition.

Furthermore, concerning the emotional factors, Chen (2011: 38) mentions that there are many kinds of emotional factors influencing language learning, including self-esteem and self-confidence, suppression and adventure, empathetic, outgoing, imitation and anxiety. In accordance with Chen point of view, Nunan and Benson (2005: 44) also state that the successful management of one's emotions or affective factors such as motivation, anxiety, empathy and self-esteem can lead to successful learning. Anxiety refers to learners' tension, worry, fear and other emotional experience; empathy refers to the ability to put oneself in another's place; and self-esteem refers to feeling of self-worth the individual possesses.

Beside all of the factors influencing language learning described above, emotional factors might become the most important factors in the success of foreign language learning. Teachers should pay a great attention to this factors because if those emotions cannot be controlled, the children cannot report their feelings well, then it might turn to a depression. American Psychiatric Association (2000), as quoted by Rathus (2003: 491-492), states that conduct disorders, physical complaints, academic problems and anxiety are associated with depression. Moreover, Chen (2011: 38) also said that anxiety might be the largest emotional obstacle in the process of language learning. It is because anxiety is a collection of unpleasant emotional reactions and psychological discomfort, and caused by self-doubt, stress, tension or other bad feelings. For all the learners, anxiety can bring motive power or difficulties. On the one hand, certain anxiety could make learners produces the courage to meet the new task, and that is one of the important factors in language learning. On the other hand, extreme anxiety could make learners avoid the study task.

C. Limitation of the Problem

As can be seen from the above, the factors affecting the learning process constitute a wide topic. To limit the scope of the problem, the writer will focus the study on the psychological factors of the learner. This will be further limited to language anxiety. The choice of this problem limitation is

based on the fact that language anxiety is one of the influencing factors in the teaching and learning process.

Horwitz, Horwitz, & Cope (1986: 131), for example, state that extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most, they may appear simply unprepared or indifferent, lack of ability, inadequate background, or poor motivation. Foreign language anxiety may play a role in students' selections of courses, majors, and ultimately, careers. Foreign language anxiety may also be a factor in student objections to foreign language requirements. Horwitz, Horwitz, & Cope (1986: 130) further state that learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges.

D. Formulation of the Problem

The study is intended to provide a description of the foreign language anxiety of male and female students in learning English in the Elementary School. The problem in this study is formulated into the following questions:

1. What are the foreign language anxiety levels of male and female elementary school students?
2. Are there any significant differences in foreign language anxiety between male and female student?

E. Objective of the Study

A general aims of the study will be to find out the characteristics of the foreign language anxiety of the students. In more specific formulations, the aims of the study can be formulated as follows:

1. To investigate the foreign language anxiety level of male and female students of SD N Samirono in learning English.
2. To find out whether or not there is a significant difference in foreign language anxiety between male and female students of SD N Samirono in learning English.

F. Significance of the Study

The study is expected to produce outcomes that will be useful for the development of the teaching of English as a foreign language. The following presents possible such outcomes.

1. Scientific significance: The research findings may clarify and support the existing theory of foreign language anxiety.
2. Empirical significance: Procedures and outcomes of this research may inspire interested researchers to continue research in the similar area.
3. Pragmatic significance: The findings of this research may be useful as information inputs for the teachers, students and administrators especially in designing and implementing the teaching of English in elementary school.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Foreign Language Learning

There are some definitions of learning. According to Oxford Advanced Learner's Dictionary (2010: 481), learning is the process of gaining knowledge through careful studying. Meanwhile, Brown (2000: 7) propose a definition of learning that "learning is the acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction". Based on those definitions, Brown (2000: 7) classifies learning into some components as follows:

- a. Learning is acquisition or "getting".
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavioral.

Moreover, Ernes ER. Hilgard in Riyanto (2010: 4) defines learning as follows:

“Learning is the process by which an activity originates or is charged through training procedures (whether in the laboratory or in the natural environments) as distinguished from changes by factor not attributable to training.”

Not different from the definitions above, Kimble and Garnezy in Brown (2000: 7) also define learning as a relatively permanent change in behavioral tendency and as the result of reinforced practice. It means that learning is characterized by the change which should be relatively permanent. It is regarded as the last result of a period. The length of a period cannot be determined but the change should be the end of a certain period that might take days, months, or even years.

From the definition above, it can be inferred that in learning there are three main elements. They are change, behavior, and experience or practice. When one speaks of learning, one is talking about how behavior is changed through experience. Psychologists consider learning to include any kind of changes as a result of reinforced practice or training, whereas educators relate the occurrence of learning to educational objectives.

Principally, learning is a change which is due to an experience or training not due to natural growth. Therefore the change in the learner can be planned. If a teacher wants his students to learn something, he has to facilitate them with the experience or training that supports what he wishes his students to learn.

Concerning foreign language learning, Brown (1987: 1) says that foreign language learning is not something achieved through easy steps

that can be programmed in a quick do-it-yourself kit. He says further that no one can tell “How to learn a foreign language without really trying”, meaning that the learning of a foreign language is a complex process, involving a seemingly infinite number of variables. Furthermore, Brown (2000: 136) explains that foreign language learning is a non-native language in one’s own culture with few immediate and widespread opportunities to use the language within the environment of one’s own culture. He adds that people attempt to learn a foreign language for a variety of possible reasons. Some people learn other languages simply out of an interest in languages, ranging from passing curiosity to a technical linguistic fascination. Others may learn a language in order to communicate someday with people in another country. Still others learn for specific purposes such as a foreign language requirement or need to gain a reading knowledge in a field of specialization.

In terms of learning English as a foreign language, there are indeed many reasons causing people to learn English, one of which is for a better life. Richards (1987: 2) says that in countries where English is described as a foreign language, it may be learnt as an important school subject and it is necessary to pass an examination in English to enter a university. He also says that some people learn English because it offers many opportunities for advancement of their professional lives. Similarly, Harmer (2001: 1-2) explains that English is learnt by the greatest number of students in the world as a foreign language, probably, because it is on

the school curriculum whether they like it or not. Some people also want to study English because they think it offers a chance for advancement in their professional lives. Some language students find themselves living in a target language community (either temporarily or permanently). The students would need to learn English to survive in that community. Some students study a foreign language because they are attracted to the culture of the target language community. Those various reasons would give different motivations in learning English and at the end would influence the learning result of the learners.

2. Anxiety

Everyone feels anxious at some time or another. Fear and worries are common in children, teenagers and even for adults. This is a normal part of development. For example, it is normal for a child to be afraid of the dark or monsters, but when the fear continues and the severity augments, there is reason for concern. Some people experience more anxiety than others, over events or things that may not realistically deserve an excessive amount of worrying. In the school setting, anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance.

Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face an expected danger and is a wide-spread

phenomenon. Not only it is wide-spread, it is a very complex subject. It can present itself in very different ways. Spielberger (1966) as quoted by Chan and Wu (2004: 290) defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.” Anxiety is also defined by Spielberger (1983: 15) as cited in Horwitz, Horwitz & Cope (1986: 125) as a “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system”. To make it easier detect the symptoms of anxiety, Muris et al (2010: 539) mention briefly about the physical symptom of anxiety. They are hands trembling, sweating, difficulties with breathing, strange feeling in chest, heart beating very fast, feeling very warm, unpleasant feeling in head, feeling nauseous, feeling very dizzy, and unpleasant feeling in belly. Students are called to be anxious if get two or more of those symptoms.

As stated in Mesri (2012: 148), there are three types of perspectives from which research studies on anxiety are conducted. They are trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety, a more permanent disposition to be anxious (Scovel, 1978), is viewed as an aspect of personality. State anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation (Spielberger, 1983). Finally, the last of the three types, situation-specific anxiety is related to apprehension unique to specific situations

and events (Ellis, 1994). Unlike trait and state perspective, situation-specific perspective requires the respondents to ascribe their anxiety to particular sources. Specific situations can offer more understanding to particular anxiety in diverse situations.

Anxiety can be either facilitating or debilitating (Scovel (1978) in Chan and Wu (2004: 294)). In learning situation, facilitating anxiety motivates the learner to adopt an approach attitude and is willing to confront the new learning task. On the other hand, debilitating anxiety motivates the learner to assume an avoidance attitude and therefore tends to escape from the new learning task. The factor of task difficulty affects the learner to develop a facilitating or a debilitating anxiety. When a given task is relatively simple, foreign language anxiety could be facilitating. In such a situation, anxiety may improve performance through increased effort. But once the task is too difficult, anxiety will impair performance. Therefore, anxiety could either benefit or impair the language learning and performance, and the determinant is task difficulty.

3. Foreign Language Anxiety

Based on the situation-specific perspective, recent studies have focused on anxiety which is specific to language situations. According to Horwitz, Horwitz, and Cope (1986: 131), foreign language anxiety belongs to situation-specific anxiety. Foreign language anxiety refers to the anxiety that learners may have when they learn a foreign language.

Foreign language classroom anxiety is totally different from other types of anxieties and is not merely a composite of other anxieties (Horwitz, Horwitz, & Cope, 1986: 130). Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986: 128). There are three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199).

The first component of foreign language anxiety, communication apprehension, occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. According to McCroskey's (1978) definition, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. In a foreign language classroom, language learners' oral tasks include not only learning a foreign language but also performing the language.

Therefore, communication apprehension in a foreign language context is different from that in other context. Oral communication consists of two components, they are listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991c). Daly (1991) and Young (1986) in Chan and Wu (2004: 293) state

that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty understanding others. Because of the lack of control of oral communication, communication apprehension emerges (MacIntyre & Gardner, 1991d).

The second component, test anxiety, on the other hand, is an apprehension towards academic evaluation. It could be defined as a fear of failing in tests and an unpleasant experience held by learners in many situations. Sarason (1984) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation.” Test anxiety might occur when students have poor performance in the previous tests. Students develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Chan & Wu, 2000).

Test-anxious students may have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than a perfect test performance is a failure (Horwitz, Horwitz, & Cope, 1986: 128). Young (1991: 427) claims test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand,

learners experience more language anxiety in highly evaluative situations. Moreover, in an oral test, it is more complicated because it provokes both test anxiety and oral communication apprehension, so test-anxious learners will doubtlessly suffer stress and anxiety frequently.

As mentioned above, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations. Although it overlaps with other constructs of foreign language anxiety, test anxiety is relevant to academic context where performance evaluation is frequent.

Finally, the last component of foreign language anxiety, fear of negative evaluation, is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations. (Watson & Friend, 1969) in Chan and Wu (2004: 293) defined fear of negative evaluation as ‘apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively”.

Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking situations. In addition to situations of tests, it may take place in any social, evaluative situation such as interviewing for a job or speaking in foreign language class. MacIntyre and Gardner (1991d) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation

occurs and they may doubt about their ability to make a proper impression.

In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students with fear of negative evaluation might adopt the action of avoidance. Consequently, the students perform poorly in the language classroom settings. Although anxiety could be facilitating or debilitating, it has greater negative effects on performance in the foreign language classroom than the positive one.

4. Gender in Relation to Foreign Language Anxiety and Foreign Language Learning

There are many factors that are known to affect foreign language learning in general. Those factors include language proficiency, motivation, gender, cultural background, attitudes and beliefs, type of task, age and learning stage, learning style, and tolerance of ambiguity (Oxford, 1994 in Park (2007: 317)).

Concerning gender, there might be some differences in the choice of learning strategies between male and female students. Oxford states that female language learners usually employ strategies more frequently than male language learners. Another psychologist, Rathus (2003: 489), adds that boys generally dominated classroom communication whether the

subject was math (a traditionally “masculine” area) or language arts (a traditionally “feminine” area). Boys, in fact, were eight times more likely than girls to call out answers without raising their hands.

Further, Boyd and Bee (2006) conclude that there are some points in gender differences. First, they state that in the middle childhood, boys show more physical aggression (such as hurts others physically or poses a threat of such damage) and more assertiveness than girls do. Girls simply express their aggressiveness in a different way using what has recently been labeled relational aggression (damaging other person’s self-esteem or peer relationship by cruel gossip, ostracism, or facial expression of disdain) (Boyd and Bee, 2006: 270-271). This statement is also supported by Santrock (2008: 365) as what he said that boys are more physically aggressive than girls who are more verbal aggression such as yelling.

Second, at middle childhood, there are no sex differences in overall IQ scores, but boys typically do better on tests of advanced mathematical ability. Girls do somewhat better on verbal tasks (Boyd and Bee, 2006: 257).

Third, in Boyd and Bee (2006: 155), Kuebli, Butler & Fivush (1995) state that even in infancy, girls use gestures and language to express emotions more often than boys do. Similarly, McClure (2000) said that girls are more responsive to others’ facial expressions. These differences often lead to the perception that girls are more emotionally sensitive. However, studies of actual behavior reveal that boys are just as

affectionate and empathetic as girls during infancy (Melson, Peet & Spark, 1991).

From the three points above, it can be conclude that girls are better than boys in verbal (linguistic ability), whereas boys are better than girls in mathematical ability. However, in term aggressiveness, boys tend to have more physical aggression, while girls tend to have more relational aggression. The main point related to anxiety of these gender differences is the conclusion that girls are more emotionally sensitive. This conclusion explained more deeply by Santrock (2008: 356, 367) about gender differences in emotions. The points are:

1. In the elementary school years, boys are more likely to hide their negative emotions, such as sadness, and girls are less likely to express disappointment that might hurt others' feelings.
2. In early adolescent, girls say they experience more sadness, shame and guilt and report more intensive emotions, while boys are more likely to deny that they experience these emotions. Males usually show less self regulation of emotion than females, and this low self-control can translate into behavioral problems.
3. Emotional differences between females and males often show up in contexts that highlight social roles and relationships. For example, females are more likely to discuss emotions in terms of relationships, and they are more likely to express fear and sadness.

Still, these three points above lead to the conclusion that girls are more emotionally sensitive. If those negative emotions cannot be controlled, the children cannot report their feelings well, then it might turn to a depression. The fact, many depressed children do not report and it might continue to have depressive episodes as adults. American Psychiatric Association (2000), as quoted by Rathus (2003: 491-492), explain that depressed children may feel sad, blue, and down in the dumps. They may complain of or demonstrate poor appetite, insomnia, lack of energy and inactivity, loss of self-esteem, difficulty concentrating, loss of interest in other people and activities they usually enjoy, crying, feelings of hopeless and helplessness, and thoughts of suicide. American Psychiatric Association (2000) also states that in some cases, childhood depression is followed by apparently unrelated behaviors. Conduct disorders, physical complaints, academic problems and anxiety are associated with depression.

In relationship to learning process, Kato & McEwen (2003) in Willis (2011: 83) explain briefly about how stress and emotions are affecting learning process. They state as follows:

“Stress in the classroom or in other places, especially when associated with anxiety or fear, will release a chemical called TMT or Trimethyltin into the brain. TMT may interfere with the development of brain cells. When TMT is in the brain during stress for a moment, there will be disruption in the short-term memory and work efficiency. After a rather long experience stress, TMT is associated with a reduction in storage and recall of long-term memory, motivation, and creative problem solving. Although

students who are experiencing stress seems to work "harder", but the quality of work will decrease.”

It means that if anxiety comes to the students in learning process, the quality of the students' learning will decrease as the result of being anxious. From all these points above, it can be summarized that emotions, depression, stress, gender, anxiety and learning is linked and is related to each other. In conclusion, anxiety disorders are more prevalent among female than male.

5. Relevant Studies

Some researchers assume that "foreign language anxiety is more relevant to language learning among adults" (MacIntyre & Gardner, 1991a) and it might make the study on the role of anxiety among children is sparsely. Over the years ago, there were numerous studies on students' foreign language anxiety, but most of them focused on either college level (Bashosh, et al, 2013; Mesri, 2012; Awan, et al, 2010; Park, 2007; Marwan, 2007; Aida, 1994; Ganschow et al., 1994) or high school level (Ganschow & Sparks, 1996; Chang, 1999; Liao, 1999). Few of them paid attention to elementary school level except the study of Chan and Wu (2000) and Chan and Wu (2004).

This present study is about investigating and differentiating the foreign language anxiety between male and female students of the fourth grade students of Elementary School in learning English. It has not been

researched yet, as far as the writer knew. However, there were some previous studies about the foreign language classroom anxiety in the English teaching and learning process with the different purpose.

There was a study about FLCA (Foreign Language Classroom Anxiety) carried out by Mesri (2012). He took the location at Salmas Azad University in Iran. The subject of this his study was college students which consist of 52 (20 male and 32 female) Iranian EFL students taking part in Salmas Azad University. The study was about investigating the relationship between EFL learners' Foreign Language Classroom Anxiety (FLCA) with regard to gender. The data were gathered through questionnaire: the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986).

As the results of Mesri's study, that there was a significant relationship between FLCA and females. He found that Iranian female EFL learners have scored higher mean in all anxiety categories than male learners' mean score. Mean of the female score is 62, while the male learner's mean score is 45. He then claimed that in Iranian EFL context male has less anxiety to learn English. He also concluded that affective factors seem to play a more important role in the performance of females than males. The findings reveal a stronger relationship between FLCA and females while this relationship is much weaker for males. More specifically, females are much more worried than males are.

As mentioned before, there was also a study on students' Foreign Language Anxiety focused on High School level as what had been researched by Ganschow and Sparks (1996). They took the subject of the study from the 154 females students who attended a highly selective, single sex college preparatory high school and were enrolled in the first of a 3-year foreign language course sequence. There were 142 ninth graders and 12 tenth graders. Foreign languages included Spanish (N = 78), French (N = 52), German (N = 16), and Latin (N = 8). The purpose of the study was to examine the relationship between anxiety and native language skill and foreign language aptitude measures among a population of high school foreign language learners. Three levels of anxiety (Low, High and Average Anxiety) were identified using the Foreign Language Classroom Anxiety Scale or FLCAS (Horwitz, Horwitz, & Cope, 1986).

As the results from the study, Ganschow and Sparks found that 18.8% of the students were in Low-Anxiety level, 63.7% of them were in Average-Anxiety level and the residual 17.5% were in High-Anxiety level. The study also revealed that there was significant differences between Low-Anxiety and High-Anxiety students on measures of phonology/ orthography, significant differences on the reading comprehension measure and significant differences among the three groups of anxiety on the measure of foreign language aptitude. These results suggested that even though, in general, the more anxious

students have lower native language skills, foreign language aptitude, and end-of-year grades, there is inconsistency and variability among the anxiety groups. They speculated that the relationship between anxiety and language skills is not clear-cut.

Different from those two researches above, Chan and Wu (2004) also did research about FLCA (Foreign Language Classroom Anxiety) but they focused on Elementary School level. The purposes of the study were to investigate the foreign language anxiety level of EFL primary school learners in Taiwan; to find out to what extent foreign language anxiety is correlated to students' English learning experience and English achievement; and to figure out the sources of students' foreign language anxiety and anxiety-provoking situations. The population of the study was all fifth graders in 205 elementary schools of Taipei County. All the 601 students from the 18 classes were the participants answering the questionnaires. In order to have a further understanding of the students' foreign language anxiety, 18 high-anxious students were selected as the interviewees according to their scores in the questionnaires. In addition, all the 9 English teachers were interviewed, too. In this study, questionnaires, interviews, classroom observations, and document collection were applied as instruments. One of the questionnaire used was FLCAS by Horwitz, Horwitz, & Cope (1986).

The results of the study were as follows. First, the analysis of the questionnaires showed that the foreign language anxiety tendency of

elementary school EFL students was quite obvious. Six variables of English learning experience were found that might affect learners' anxiety level. The result corresponded to that of the previous studies, in which there was a significant negative correlation between foreign language anxiety level and English learning achievement. Second, through a combinational analysis of multiple data sources, they found that low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents were the five sources of language anxiety. Third, tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers were the five anxiety-provoking situations. Fourth, both teachers and students in this study thought that the balance of instructional languages helped lower foreign language anxiety. Finally, the study revealed that teachers' awareness of foreign language anxiety is insufficient.

B. Conceptual Framework

Based on the various views of the nature learning, it can be understood that learning is not only a change that occurs in the individual but it is also a behavioral change that occurs in a learner as a result of experience or training. In order to be successful in learning, one factor that influences foreign language learning is foreign language anxiety. Foreign language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the

uniqueness of the language learning process. Thus, foreign language anxiety may be to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge.

In learning a new language, especially English, the students might feel anxious in their foreign language learning which consists of three stages: input, processing and output. Foreign language anxiety can affect the ability of an individual to process information at each of the three stages, but the most influenced stage is the output stage. This is because the performance at output stage is the easiest one to obtain and has been regarded by the majority of teachers and parents as the most important indicator of students' learning.

Concerning gender differences, some studies mentioned before shown that female have better ability in verbal ability than male. Furthermore, in the case of foreign language anxiety, anxiety disorders are more prevalent among female than male. Females are more emotionally sensitive than males. Therefore, gender differences are assumed to differentiate the foreign language anxiety of the students of SDN Samirono Yogyakarta.

C. Hypothesis

In this research, there are two objectives to be achieved. The first objective is to describe the foreign language anxiety level of male and female students of SD N Samirono in learning English.

Concerning the second objective, the writer proposes one research hypothesis that is: There is a significant difference in foreign language anxiety between male and female students of SD N Samirono in learning English.

CHAPTER III

RESEARCH METHOD

A. Type of Study

A survey design was used to direct this study. According to Creswell (2005: 52), survey design is one of the research procedures used to “describe trends in a population of individuals”. In the context of this study, the trends described are those related to learners’ foreign language anxiety.

In this research, there are two variables. The first variable, the independent variable, is the gender of the students. The scale is nominal with two categories, they are male and female. The second variable, the dependent variable, is the foreign language anxiety. The scale is interval.

B. Population and Sample

The population of the research is the students of SD N Samirono Yogyakarta. The sample consisted of the students in grade four of the second semester of 2013/ 2014. The school has two classes for the fourth grade students. They are classes 4A which consists of 19 students and 4B which consists of 19 students too. All the participants in this study are 38 which consist of 14 male and 24 female students.

C. Research Instrument

One research instrument namely “Foreign Language Classroom Anxiety Scale” is used to obtain the data. The students’ foreign language anxiety level is measured by the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). This instrument has 33 question items which ask respondents to respond to situations specific to foreign language learning anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199). For example, they ask questions about students’ anxiety in situations like speaking in front of the language class, taking exams in language course, and perceiving other students’ evaluation of them. 24 of the items are positively worded, and 9 of the items are negatively worded. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 are negative, the score will be reversely computed. Minor modifications are made to the instrument. For example, “foreign language” is changed to “English language”. The spread of the items can be seen in the table below:

Variable	Domains	No. Item		Total
		(+)	(-)	
Foreign Language Classroom Anxiety	Communication Apprehension	1, 4, 9, 15, 24, 27, 29, 30	14, 18, 32	11 item
	Test Anxiety	3, 6, 10, 12, 16, 17, 20, 21, 25, 26	5, 8, 11, 22, 28	15 item
	Fear of Negative Evaluation	7, 13, 19, 23, 31, 33	2	7 item
Total		24 item	9 item	33 item

As the researcher did not construct the instrument for foreign language anxiety of the students, it is no need to test the reliability and validity for this variable. As what had been state by Chan and Wu (2004: 292), that due to the scale's success on construct validation and reliability, FLCAS has been widely adopted by many researchers to explore learners' foreign language anxiety (Aida, 1994; Chang, 1999; Ganschow et al., 1994; Ganschow & Sparks, 1996; Liao, 1999).

This close-ended questionnaire uses a three-point Likert Scale. Numerical values (disagree = 1, uncertain = 2, and agree = 3) are assigned to the three categories of student responses in the questionnaire. This is to facilitate the students of elementary school grade to answer the questionnaire and facilitate the researcher in the process of data analysis using SPSS. Each anxiety score will be gained by summing the ratings of the thirty-three items. The theoretical range of this scale is from 33 to 99. The higher the total points are, the more anxious the student is.

a. Validity

An instrument should be valid that it is able to measure the data needed precisely and appropriately for the purpose of a study. Validity refers to the extent to which an instrument measures what is intended to measure (Donald, 1985: 213). To examine the item validity of instrument, the researcher used the Pearson's Product Moment. This test was carried out by using the SPSS computer program version 17.0 for windows. The complete calculation print-out can be seen in Appendix B.

b. Reliability

Reliability deals with the reliance. It means that a test can be stated to have high reliance standard if the test can give consistent and stable result about the subject's condition when it is given repeatedly. Having this definition, the researcher tries to find the reliability of the instrument by using Cronbach's Alpha Coefficient formula. The use of this statistics was based on the fact that the scores were in an interval scale. This test was carried out by using the SPSS computer program version 17.0 for windows. The complete computer calculation print-out can be seen in Appendix B.

Reliability Statistics	
Cronbach's Alpha	N of Items
.802	33

From the calculation of Cronbach's Alpha formula, the reliability coefficient is 0, 802. The interpretation of the value of correlation coefficient is as follows:

0, 9 – 1, 0 = very high

0, 6 – 0, 8 = high

0, 4 – 0, 6 = sufficient

0, 2 – 0, 4 = low

0, 0 – 0, 2 = very low

(Arikunto, 1989: 167)

So, we can conclude that the instrument has high reliability to be used to collect the data needed in this research.

D. Data Collection

Data collection was carried out at the 1st and the 3rd of February 2014 at 8 – 10 a.m. for grade IV students of SDN Samirono Yogyakarta. With the cooperation and assistance of the class teachers, the researcher visited each class to conduct the observation. Each student was observed for about ten minutes. Moreover, when the students had any questions concerning the items in the questionnaires, the researcher was ready to answer them and help them understand the items.

During the observation, the researcher was not directly involved in the situation to be observed. In other words, the researcher was on the outside looking in and did not intentionally interact with, or affect, the subject of the observation. This is called non-participant observation.

E. Techniques of Data Analysis

The data will quantitatively analyzed (using SPSS) by calculating the means of participants' responses. There are two statistical techniques will be used to analyze the data: descriptive and inferential statistics analysis.

a. Descriptive Statistics

Descriptive statistics are methods used to provide a summarizing description of a collection of quantitative information (Kaplan, 2005: 27).

In this study, descriptive statistics is used to investigate the foreign language anxiety level of male and female students. The statistics are the Mean (M), the maximum and the minimum score, and the frequency of data distribution.

b. Inferential Statistics

Inferential statistics are methods used to make inferences from observations of a small group known as the sample to a larger group known as a population (Kaplan, 2005: 27). This analysis is used to test the hypothesis and find out whether or not there are significant differences in foreign language anxiety between male and female students of SD N Samirano in learning English. For the inferential analysis, t-test will be employed. Prior to this, a test of normality and homogeneity will be done as required by the statistical procedure.

CHAPTER IV

RESEARCH FINDINGS

This chapter is arranged in two sections. The first section is concerned with the descriptive analysis of the data. The second section deals with the inferential analysis of the data. At the end of each section, a discussion of the finding is given.

A. Descriptive Analysis

The descriptive analysis is applied to provide answers to the questions about Foreign Language Anxiety (FLA) level of male and female students. The descriptive analysis included the calculation of the mean scores and percentage of the FLCAS, the highest score and the lowest score.

a. Foreign Language Anxiety (FLA) Level of All the Students

As shown in Table 1 below, the mean of all participants' scores of the FLCAS in this study was 60.58. In the previous studies, who used the same questionnaire with a five-point Likert Scale (strongly disagree, disagree, uncertain, agree, strongly agree), which applied the FLCAS to examine learners' foreign language anxiety at college level or high school level, Aida (1994), Liao (1999), and Chang (1999) obtained 96.7, 97.79, and 97.78 respectively for the mean of their participants' scores of foreign language anxiety. This study used a three-point Likert Scale and the mean scores was 60.58. It means that it almost the same values. This finding

indicated that foreign language anxiety of elementary school students in SD Samirono reached the same extent as that at different school levels. In other words, the tendency of foreign language anxiety of the primary students in SD Samirono was obvious.

Table 1. Minimum, Maximum and Mean Scores in the FLCAS

Statistics Scores in FLCAS		
N	Valid	38
	Missing	0
Mean		60.58
Minimum		43
Maximum		80

Responses to all the FLCAS items are reported in Table 2 below.

All percentages referred to the number of students who agreed or disagreed with the statements. The last column of the table showed the percentages of students who agreed with the statement (or disagreed in the reverse items, item 2, 5, 8, 11, 14, 18, 22, 28, and 32) and strengthen the anxiety value of each item.

Table 2. Mean Scores and Percentage of the FLCAS

No	Item	Mean	Disagree %	Uncertain %	Agree %	Anxiety Value %
1.	I never feel quite sure of myself when I am speaking in my English class.	2.18	23.7	34.2	42.1	42.1*
2.	<i>I don't worry about making mistakes in English class.</i>	2.00	34.2	31.6	34.2	34.2*
3.	I tremble when I know that I'm going to be	1.71	47.4	34.2	18.4	18.4

	asked to speak in English class.					
4.	I am afraid when I don't understand what the teacher is saying in the English class.	1.89	28.9	52.6	18.4	18.4
5.	<i>It wouldn't bother me at all to take more English classes.</i>	1.47	10.5	26.3	63.2	10.5
6.	In English classes, I think of things that are unrelated to the lesson.	1.53	52.6	42.1	5.3	5.3
7.	I think that my classmates' English is better than mine.	2.03	34.2	28.9	36.8	36.8*
8.	<i>I am usually at ease during tests in my class.</i>	1.55	5.3	44.7	50.0	5.3
9.	I start to panic when I have to speak without preparation in English class.	2.00	31.6	36.8	31.6	31.6*
10.	I worry about the consequences of failing my English class.	1.92	34.2	39.5	26.3	26.3
11.	<i>I don't understand why some people get so upset over English class.</i>	1.87	26.3	34.2	39.5	26.3
12.	In English class, I am so nervous that I forget what I know.	1.74	39.5	47.4	13.2	13.2
13.	It embarrasses me to volunteer answers in my English class.	1.74	50.0	26.3	23.7	23.7
14.	<i>I will not be nervous when speaking with native English speakers.</i>	1.97	23.7	50.0	26.3	23.7
15.	I get depressed when I don't understand what the teacher is correcting.	1.92	23.7	60.5	15.8	15.8
16.	Even if I am well prepared for English class, I feel anxious about it.	1.71	52.6	23.7	23.7	23.7
17.	I often feel like not going to my English class.	1.71	50.0	28.9	21.1	21.1
18.	<i>I feel confident when I speak in English class.</i>	1.55	13.2	28.9	57.9	13.2
19.	I am afraid that my English teacher will	2.00	31.6	36.8	31.6	31.6*

	correct every mistake I make.					
20.	I feel my heart pounding when I am going to be asked to speak in English class.	1.87	34.2	44.7	21.1	21.1
21.	The more I prepare for an English test, the more confused I get.	1.58	55.3	31.6	13.2	13.2
22.	<i>I don't feel pressure to prepare very well for English class.</i>	<i>1.71</i>	<i>18.4</i>	<i>34.2</i>	<i>47.4</i>	<i>18.4</i>
23.	I always feel that my classmates speak better English than I.	2.05	31.6	31.6	36.8	36.8*
24.	I feel shy when speaking English in front of other students.	1.87	36.8	39.5	23.7	23.7
25.	English class moves so quickly that I worry about getting left behind.	1.84	36.8	42.1	21.1	21.1
26.	I feel tenser and have more pressure in English class than in other classes.	1.87	44.7	23.7	31.6	31.6*
27.	I get nervous when I speak in my English class.	1.82	34.2	50.0	15.8	15.8
28.	<i>Before English class, I feel confident and relaxed.</i>	<i>1.87</i>	<i>31.6</i>	<i>23.7</i>	<i>44.7</i>	<i>31.6*</i>
29.	I get nervous when I don't understand every word the English teacher says.	2.05	23.7	47.4	28.9	28.9
30.	I feel overwhelmed by the number of rules I have to learn to speak English.	2.00	31.6	36.8	31.6	31.6*
31.	I am afraid that my classmates will laugh at me when I speak English.	1.74	44.7	36.8	18.4	18.4
32.	<i>I feel easy when native English speakers are with me.</i>	<i>1.76</i>	<i>13.2</i>	<i>50.0</i>	<i>36.8</i>	<i>13.2</i>
33.	I get nervous when the English teacher asks questions which I haven't prepared in	2.05	26.3	42.1	31.6	31.6*

	advance.					
Average Mean		1.86				

*The percentage of anxiety value which is more than 30%.

The situations that make students the most anxious about foreign language classroom are as follows. First, afraid to speak in English caused students' anxiety greatly. The result of responding No. 1 "*I never feel quite sure of myself when I am speaking in my English class*" is (42.1%) and No. 9 "*I start to panic when I have to speak without preparation in English class*" is (31.6%). Those two numbers are included in the domain of communication apprehension (based on the domains constructed by Horwitz et al., 1986). These students were exceedingly shy when they had to speak English in front of others. They were easily embarrassed and nervous because they felt that everyone was looking at them and judging them.

Then, the situations that make students anxious are the statement No. 26 "*I feel tenser and have more pressure in English class than in other classes*" (31.6%) and item No. 28 in a reverse item "*Before English class, I feel confident and relaxed*" (31.6%). It means that 31.6% of the students are not feeling confident and not relaxed when they are in English class. Those two numbers are included in the domain of test anxiety (based on the domains constructed by Horwitz et al., 1986). These

students were test-anxious either because of undue expectation of test results or because of unpleasant test experience in the past.

Last, anxious students were worried that they were less competent than their classmates. They highly endorsed the statements in No. 23 "*I always feel that my classmates speak better English than I*" (36.8%) and in No. 7 "*I think that my classmates' English is better than mine*" (36.8%). Those two numbers are included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986). These students not only were apprehensive about others' evaluation but also anticipated that their classmates would evaluate them negatively.

Also, anxious students were caused by fear of making mistakes. They endorsed the statements No. 2 in a reverse item "*I don't worry about making mistakes in English class*" (34.2%). It means that 34.2% of the students worry to make mistake in English class. This statement supported by the item No. 19 "*I am afraid that my English teacher will correct every mistake I make*" (31.6%). Those two numbers are also included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986).

It figured out that foreign language anxiety of SDN Samirano students had mean score 60.58 and average mean of each item 1.86. The results showed that being afraid to speak in English, test anxiety, and fear of being less competent and making mistakes were three main constructs of students' anxiety. This finding corresponded with the three components

of foreign language anxiety of Horwitz, Horwitz, and Cope, (1986). Besides, it is found that insufficient preparation and the number of English rules made students anxious too.

b. Foreign Language Anxiety (FLA) Differences between Male and Female Students

In this section, the central tendency of all the measures was described using descriptive statistics (mean) and bar charts were used to display the data. Before the data were analyzed, the items in the questionnaire were first grouped according to the factors they intended to measure. The factors come from the three components of foreign language anxiety of Horwitz, Horwitz, and Cope, (1986). The grouping was conducted and as a result, three groups of factors were identified. The items measuring anxiety factors are below:

- 1) Communication Apprehension: items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32.
- 2) Test Anxiety: items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28.
- 3) Fear of Negative Evaluation: items 2, 7, 13, 19, 23, 31, 33.

1. Factors Contributing To Foreign Language Anxiety

Analysis of the anxiety factors, as shown in Figure 1, suggests that there are three factors which learners believe have contributed to their Foreign Language anxiety, namely communication apprehension, test

anxiety and fear of negative evaluation. From these three factors, most participants agreed that fear of negative evaluation was the main cause of their anxiety followed by communication apprehension. Only a few participants claimed test anxiety as a factor of anxiety.

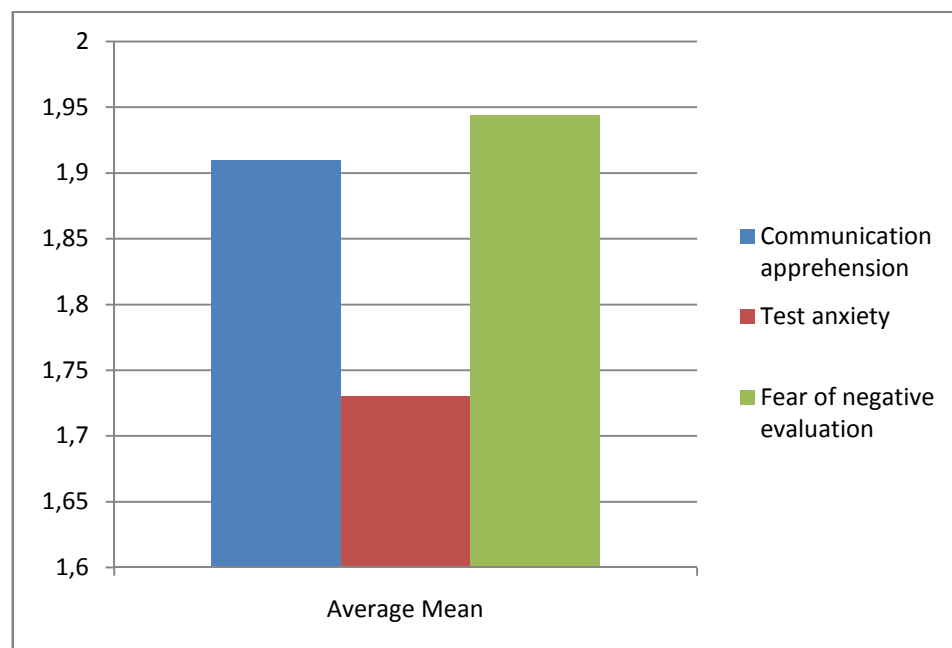


Figure 1: Anxiety Factors (All Participants)

2. Gender Differences and Anxiety Factors

The comparison of factors which contribute to Foreign Language anxiety between male and female students, as shown in Figure 2, indicates that both male and female students consider that fear of negative evaluation was the major contributor of their Foreign Language anxiety. Male students were more anxious in their communication apprehension

than female students in their Foreign Language learning. So did the test anxiety factor, the male students have higher level than the female students.

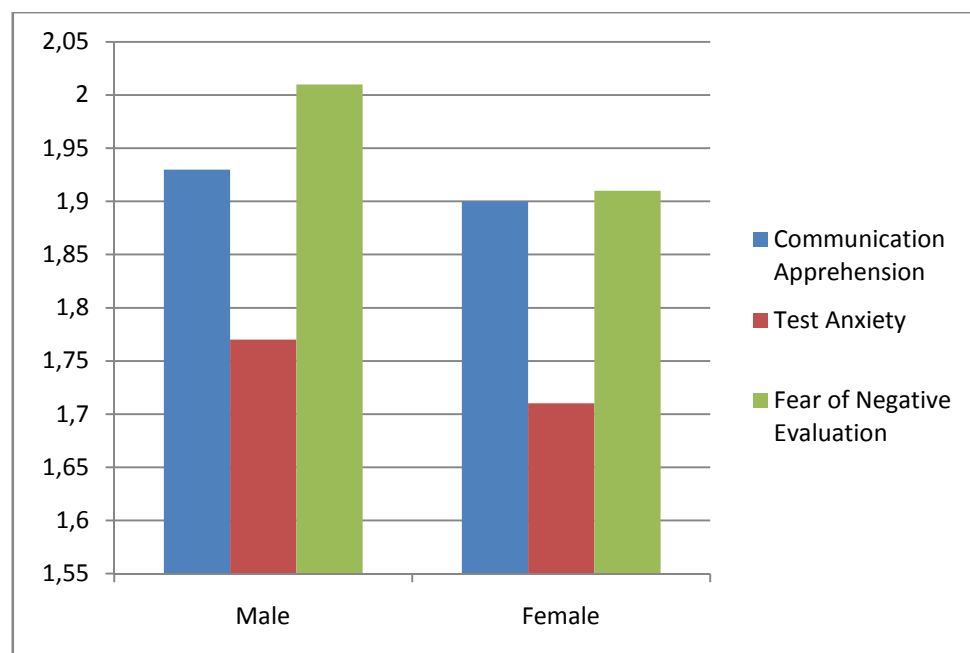


Figure 2: Anxiety Factors (According To Gender)

B. Inferential Analysis

The inferential analysis is divided into two. They are the pre-analysis testing and the hypothesis testing.

a. Pre-Analysis Testing

There is one hypothesis to be tested in this research. It deals with whether or not there is a significant difference in foreign language anxiety

between male and female students of SD N Samiriono in learning English. To meet this objective of the study, hypothesis testing by using a statistical analysis was required.

Before the hypothesis testing is done, two requirements should be met first. They are test of normality and test of homogeneity. The following discussion gives an explanation about these two pre-analysis tests.

1. Normality Test

The objective of this test was to see whether the distribution of the data is normal or not. The data were conducted by using Kolmogorov-Smirnov Z Test.

The distribution is said to be normal if the p -value was higher than 0.05. The computation of Kolmogorov-Smirnov Z Test is presented in the Table 3 and the complete computer print-out can be seen in Appendix D.

Table 3. The Result of the Normality Test

Variable	(N)	Significance Level	p	Interpretation
X and Y	38	5%	0.605	Normal

Based on the data above, it can be seen that the value of p is 0.605 higher than 0.05. Therefore, the distribution was normal.

2. Homogeneity Test

The test of homogeneity is to analyze whether or not the population of the scores is homogeneous. This research employed F -test formula. The analysis was done by using the SPSS computer program. It can be said that the population was homogeneous if the value of the F_{observed} is lower than the value of F_{table} and the value of the probability (p) is higher than 0.05. The result of the calculation is shown in Table 4. The complete computer print-out of the homogeneity test can be seen in Appendix D.

Table 4. The Result of the Homogeneity Test

Variable	F_{observed}	df	Significance level	F_{table}	p	Interpretation
X and Y	0.413	1, 36	5%	4.113	0.524	Homogeneous

From the table above, it can be seen that the F_{observed} for the relationship between gender (X) and the FLA scores (Y) is 0.413 and the degree of the freedom $df_1 = 1$, $df_2 = 36$.

By using $df_1 = 1$, $df_2 = 36$ at the significance level of 5%, the result of the F_{table} is 4.113. From here, it can be seen that F_{table} is higher than F_{observed} (0.413). It is also found that $p = 0.524$ and it is higher than 0.05. Based on the result, F_{observed} is lower than F_{table} and $p > 0.05$. So, it can be concluded that the relationship between gender

(X) and the FLA scores (Y) is linear and the population is homogeneous.

b. Hypothesis Testing

The hypothesis of the research reads: there is a significant difference in foreign language anxiety between male and female students of SD N Samirono in learning English.

Comparing the mean scores of males and females in their foreign language anxiety, there is a tendency that the mean score of females is higher than that of males. To see the difference, the T-test was utilized in this analysis. The analysis was done by using the SPSS computer program. The complete computer print-out of the homogeneity test can be seen in Appendix D.

The result of the analysis shows that t_{observed} of the foreign language anxiety scale of the students of SDN Samirono is 0.643 and $df = 36$. To see whether the hypothesis was accepted or rejected, the t_{observed} is consulted to the t_{table} at the 0.05 significance level. The result shows that the t_{table} is 2.028. It means that t_{observed} was lower than the t_{table} . Thus, the hypothesis that there is a significant difference in foreign language anxiety between male and female students of SD N Samirono in learning English is rejected.

The finding is quite different from the findings of some studies of gender differences discussed in Chapter Two. The previous studies

concerning gender differences showed that females are better than males in verbal (linguistic ability), whereas males are better than females in mathematical ability. However, in term aggressiveness, males tend to have more physical aggression, while females tend to have more relational aggression.

The main point related to anxiety of these gender differences is the conclusion that females are more emotionally sensitive than male. Even in infancy, females use gestures and languages to express emotions more often than boys do (Kuebli, Butler & Fivush (1995) in Boyd and Bee (2006: 155). It is confirmed by Santrock (2008: 367) that females are more likely to discuss emotions in terms of relationships, and they are more likely to express fear and sadness.

However, the present study provides evidence that the difference of the foreign language anxiety scale above is not significant. This raises a question because it is not congruent with existing theories. The uniqueness of this finding of the study may indicate a new phenomenon concerning gender characteristics. Unfortunately, such indication is beyond the scope and purpose of the present study. Further studies are needed to verify this finding.

CHAPTER V

CONCLUSION AND SUGGESTION

This part of this thesis will present conclusion and suggestions. Before that, it is useful to turn back to the schema of the research and its findings.

There are two objectives of the research: (1) to investigate the foreign language anxiety level of male and female students of SD N Samirono in learning English, (2) to find out whether or not there are significant differences in foreign language anxiety between male and female students of SD N Samirono in learning English.

A sample of 38 students was subjected to the research instrument. Having been used by some researchers, the instrument was found to be valid and reliable to collect the data of the research.

The two research findings are as follows. First, the students of SDN Samirono Yogyakarta obviously experienced foreign language classroom anxiety. Most students agreed that fear of negative evaluation was the main cause of their anxiety followed by communication apprehension. Only a few participants claimed test anxiety as a factor of anxiety. Males showed their high tendency of anxiety on the fear of negative evaluation. So did the female students, they showed their high tendency of anxiety on the fear of negative evaluation. Second, there is no a significant difference between male and

female students of SD N Samirano in foreign language anxiety in learning English. After this, the conclusion and suggestions of this study are proposed.

A. Conclusion

Herewith, the conclusion of the study is drawn. The research conclusion follows the order of the research questions and hypothesis proposed for the study.

On the first objective about the description of the students' language anxiety, it can be concluded that generally the students experienced anxiety on the domain of communication apprehension, test anxiety, and fear of negative evaluation in their learning. But most students experienced high anxiety on the fear of negative evaluation. By knowing those anxieties emerged, the teacher and the students are hoped to have more attention to this aspect which affected learning process, evaluate it and make efforts to reduce this kind of anxiety. Then, if the students and teacher success on reducing those anxiety, it is hoped that the learning process will be maximal and be effective to the students.

Those three types of foreign language anxiety obviously affect foreign language learning. First, communication apprehension might affect oral communication (listening and speaking) of the students. Students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Second, test anxiety, it could be defined as a fear of failing in tests. It might occur when students have poor performance in the

previous tests. Students develop a negative stereotype about tests and have irrational perceptions in evaluative situations. Then, it really has effect on the students' academic performance considering to the situation that in academic context performance evaluation is frequent. The last, fear of negative evaluation is defined as apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate them negatively. Students with fear of negative evaluation might avoid the evaluative situations. Consequently, the students have poor performance in their language class.

Related to gender differences, both male and female students consider that fear of negative evaluation was the major contributor of their Foreign Language anxiety followed by communication apprehension and test anxiety. In conclusion, the female students experienced high anxiety on the fear of negative evaluation followed by communication apprehension and test anxiety as the last. So did the male students, experienced high anxiety on the fear of negative evaluation followed by communication apprehension and test anxiety as the last. But, male students were more anxious in their communication apprehension than female students. So did the test anxiety factor, the male students have higher level than the female students. The results reveal the fact that both male and female students of SD N Samirono obviously experienced those three types of anxiety: fear of negative evaluation, communication

apprehension and test anxiety. It also shows that male students are more anxious than female students.

On the second objective of the study, the finding does not come out as expected. Evidence from the present study indicates that there is no significant difference in foreign language anxiety between male and female students. This might be caused by some factors. The small number of the subject of the study and the sampling formulation might become two such factors. Another possible factor may be the choice of the sampling error of 0.05, which may be too ideal for this study. The data collection technique might become the factor, too. The only data collection technique was questionnaire.

Indeed, the finding raises a question. It reveals a new phenomenon concerning gender differences. It indicates that, in elementary school level, there is no need to differentiate the male and female students in giving the treatments related to anxiety during the teaching learning process. However, to verify this conclusion, there should be further research focusing on this matter.

B. Suggestion

Based on the conclusion of the study, some suggestions will be directed toward administrators, teachers and other researchers.

1. Suggestion to Administrators

The result of the study has identified that the students in SD N Samirono experienced foreign language classroom anxiety in learning English. The findings of this study indicate the major tendencies of elementary school students' foreign language anxiety. It is, therefore, something important for the administrators to take into account and consider the tendencies of the elementary schools students anxiety experienced in their learning. This fact may lead to the collective efforts of some agency or department or other education administrator to reduce the anxiety effect on the students' foreign language learning. One of which is by carefully designing teaching activities. Then, students will not perceive anxiety-provoking elements in the activities and the activities can reduce students' anxiety.

2. Suggestion to Teachers

Foreign language anxiety is one of the important factors in learning a foreign language because it really has effect on the three stage of learning: input, processing and output. Here, in foreign language learning, learners need to learn how to learn and teachers need to learn how to facilitate the process. Therefore, to create such a condition the role of teacher is needed.

Here were some suggestions for the teachers. First, it is recommended that the English teachers should be aware of Foreign Language Classroom Anxiety (FLCA) level, its causes and

results. It is necessary to increase teachers' awareness because foreign language anxiety is an important factor which affects students' learning. Second, the teachers are supposed to help and guide the learners how to learn and together with the students make effort to reduce the anxiety effect. For example, the teachers use games activities on their teaching learning process. It may stimulate the students' enjoyable learning and make them feel it as a fun learning. If the learners are enjoy the learning process, it is hoped that they will learn better and finally the outcomes of the learning will emerge as expected. Another example is by applying students' sharing anxiety experience either between students or between students and teachers. Talking about feelings of English learning may be helpful in reducing foreign language anxiety. In addition, talking about concerns and fears about learning English also gives students chances to learn methods of handling anxiety both from their classmates and teachers. Slowing down the teachers' speaking speed in class may become the effort to reduce the students' anxiety, too, since speaking is anxiety-provoking in foreign language activities.

3. Suggestion to Other Researchers

Based on limitation of the study, further studies might be needed to explore this issue with a larger sample. In other word, the results cannot be generalized to all Indonesian Elementary School EFL educational settings due to the fact that the participants were

selected from two classes in SD N Samirono. It is also suggested that researches employ other data collection technique, e.g. observation, face to face interview in order to obtain more comprehensive picture of such complex issue as language anxiety.

This study has given evidence that the subject of foreign language anxiety is still a new area for foreign language learning in the elementary school. The present study has suggested some interesting findings in this matter. One interesting fact shows that gender is not the only determinant in foreign language anxiety. The writer realizes that other interesting aspects are open for further exploration. Thus, there is an essential need for future research to cross-validate findings achieved from this study to some different and larger gender-based sample of EFL classrooms in Indonesia. Another possible alternative will be to try other possible factors that may influence the foreign language anxiety of elementary school students. Such variables as the students' environment background, the teaching-learning settings, curriculum design and EFL instructors' teaching styles will be interesting to investigate.

The more interesting future research is the studies on investigating how teachers' methodology reduce or enhance the amount of Foreign Language Anxiety experienced by EFL learners. It may provide a better understanding of this affective variable. It is hoped that increasing and extensive knowledge about the

dynamics of foreign language anxiety will guide foreign language educators and researchers. Thus, researchers, school teaching staff and the students themselves will be in a better position to help reduce anxiety in the English classroom that will better benefit the students' English language learning.

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APPENDICES

Appendix A. Research Instrument

INSTRUMEN TINGKAT KECEMASAN DALAM BERBAHASA INGGRIS

Semua keterangan yang diberikan dalam kuesioner ini semata-mata digunakan untuk kepentingan akademis yang berkaitan dengan penelitian dalam rangka penyusunan tugas akhir. Keterangan yang diberikan akan kami jaga kerahasiaannya, oleh karena itu mohon kesediaan adik-adik untuk memberikan keterangan sebenar-benarnya. Atas bantuannya kami ucapkan terima kasih.

Nama :

Kelas :

Jenis kelamin : Laki-laki/ perempuan * (coret yang tidak perlu)

A. Petunjuk Pengisian

1. Tulis terlebih dahulu nama, kelas, dan jenis kelamin pada tempat yang telah disediakan.
2. Beri tanda centang (✓) pada jawaban yang adik-adik anggap paling sesuai dengan keadaan adik-adik pada jawaban yang telah tersedia, yaitu:

TS = Tidak Setuju/ Tidak Pernah/ Tidak Benar

KS = Kurang Setuju/ Kadang-kadang/ Kurang Benar/ Ragu- ragu

S = Setuju/ Sering/ Benar

3. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar adik-adik di sekolah.
4. Telitilah pekerjaan adik-adik sebelum dikumpulkan.

B. Pernyataan tentang Tingkat Kecemasan dalam Berbahasa Inggris

No	Pernyataan	TS	KS	S
1.	Saya tidak pernah cukup yakin pada diri sendiri ketika berbicara Bahasa Inggris di kelas.			
2.	Saya tidak khawatir jika membuat kesalahan di kelas Bahasa Inggris.			
3.	Saya gemetar ketika tahu bahwa saya akan diminta untuk berbicara Bahasa Inggris di kelas.			
4.	Saya takut ketika tidak mengerti apa yang dikatakan guru di kelas Bahasa Inggris.			
5.	Saya tidak ragu sama sekali untuk menambah les Bahasa Inggris.			
6.	Saat pelajaran Bahasa Inggris, saya memikirkan hal-hal yang tidak berhubungan dengan pelajaran.			
7.	Saya berpikir bahwa Bahasa Inggris teman sekelas saya lebih baik dari saya.			
8.	Saya biasanya nyaman selama tes Bahasa Inggris di kelas.			
9.	Saya mulai panik ketika saya harus berbicara Bahasa Inggris di kelas tanpa persiapan.			
10.	Saya khawatir tentang akibat jika saya gagal saat pelajaran Bahasa Inggris di kelas.			
11.	Saya tidak mengerti mengapa beberapa teman menjadi begitu bingung saat pelajaran Bahasa Inggris.			
12.	Saat pelajaran Bahasa Inggris, saya sangat gugup hingga saya lupa apa yang saya tahu.			
13.	Saya malu untuk mengajukan diri menjawab di kelas Bahasa Inggris.			

14.	Saya tidak akan gugup ketika berbicara Bahasa Inggris dengan penutur asli Bahasa Inggris.			
15.	Saya mengalami depresi ketika saya tidak mengerti apa yang guru koreksi tentang Bahasa Inggris saya.			
16.	Walaupun saya siap untuk pelajaran Bahasa Inggris, saya tetap merasa cemas.			
17.	Saya sering merasa tidak ingin mengikuti pelajaran Bahasa Inggris.			
18.	Saya percaya diri ketika berbicara Bahasa Inggris di kelas.			
19.	Saya takut guru Bahasa Inggris akan mengoreksi setiap kesalahan yang saya buat.			
20.	Saya merasa jantung saya berdebar ketika diminta untuk berbicara Bahasa Inggris di kelas.			
21.	Semakin saya mempersiapkan diri untuk tes Bahasa Inggris, semakin saya bingung.			
22.	Saya tidak merasa tertekan untuk mempersiapkan dengan baik pelajaran Bahasa Inggris.			
23.	Saya selalu merasa bahwa teman sekelas saya berbahasa Inggris lebih baik daripada saya.			
24.	Saya merasa malu ketika berbicara Bahasa Inggris di depan siswa lain.			
25.	Pelajaran Bahasa Inggris berjalan begitu cepat sehingga saya khawatir tertinggal pelajaran.			
26.	Saya merasa tegang dan lebih tertekan saat pelajaran Bahasa Inggris daripada pelajaran lain.			
27.	Saya gugup ketika berbicara Bahasa Inggris di kelas.			
28.	Sebelum pelajaran Bahasa Inggris dimulai, saya merasa percaya diri dan santai.			
29.	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.			

30.	Saya merasa kewalahan dengan beberapa aturan yang harus dipelajari untuk berbicara Bahasa Inggris.			
31.	Saya takut teman sekelas saya akan menertawakan saya ketika saya berbicara Bahasa Inggris.			
32.	Saya merasa santai ketika penutur asli Bahasa Inggris bersama dengan saya.			
33.	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan-pertanyaan yang belum saya persiapkan sebelumnya.			

***** TERIMAKASIH *****

Appendix B. The Validity and Reliability of the Instrument

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RELIABILITY   /VARIABLES=item1 item2 item3 item4 item5 item6
item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23
item24 item25 item26 item27 item28 item29 item30 item31 item32
item33   /SCALE('Reliability') ALL   /MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE ANOVA   /SUMMARY=TOTAL.
```

Reliability

[DataSet1]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded ^a	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.802	33

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
60.58	86.250	9.287	33

Item Statistics

	Mean	Std. Deviation	N
item1	2.18	.801	38
item2	2.00	.838	38
item3	1.71	.768	38
item4	1.89	.689	38
item5	1.47	.687	38
item6	1.53	.603	38
item7	2.03	.854	38
item8	1.55	.602	38
item9	2.00	.805	38
item10	1.92	.784	38
item11	1.87	.811	38
item12	1.74	.685	38
item13	1.74	.828	38
item14	1.97	.716	38
item15	1.92	.632	38
item16	1.71	.835	38
item17	1.71	.802	38
item18	1.55	.724	38
item19	2.00	.805	38
item20	1.87	.741	38
item21	1.58	.722	38
item22	1.71	.768	38
item23	2.05	.837	38
item24	1.87	.777	38
item25	1.84	.754	38
item26	1.87	.875	38
item27	1.82	.692	38
item28	1.87	.875	38
item29	2.05	.733	38
item30	2.00	.805	38
item31	1.74	.760	38
item32	1.76	.675	38
item33	2.05	.769	38

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
item1	58.39	83.813	.123	.804
item2	58.58	82.629	.192	.801
item3	58.87	81.415	.306	.796
item4	58.68	80.330	.441	.792
item5	59.11	83.394	.190	.801
item6	59.05	83.240	.240	.799
item7	58.55	79.281	.410	.792
item8	59.03	84.891	.090	.803
item9	58.58	84.304	.088	.805
item10	58.66	80.501	.365	.794
item11	58.71	83.238	.159	.802
item12	58.84	84.461	.105	.803
item13	58.84	78.515	.480	.789
item14	58.61	82.245	.269	.798
item15	58.66	82.988	.249	.798
item16	58.87	78.063	.507	.788
item17	58.87	76.928	.617	.783
item18	59.03	83.756	.149	.802
item19	58.58	77.061	.604	.784
item20	58.71	80.157	.418	.792
item21	59.00	77.135	.678	.782
item22	58.87	87.415	-.122	.813
item23	58.53	81.932	.239	.799
item24	58.71	80.590	.362	.794
item25	58.74	83.767	.139	.803
item26	58.71	79.400	.390	.793
item27	58.76	82.240	.281	.797
item28	58.71	80.265	.333	.795
item29	58.53	80.526	.394	.793
item30	58.58	80.034	.386	.793
item31	58.84	81.326	.317	.796
item32	58.82	84.641	.093	.804
item33	58.53	82.472	.228	.799

Case Summaries

Student	Gender	Item1	Item2	Item3	Item4	Item5	Item6
A1	1	2	2	2	2	3	2
A2	2	2	1	1	2	1	2
A3	2	1	1	1	1	1	1
A4	2	2	1	1	1	1	1
A5	2	1	1	1	3	1	1
A6	2	3	2	1	1	1	1
A7	1	3	3	1	2	2	1
A8	1	1	2	1	2	2	1
A9	2	3	3	2	3	1	2
A10	2	3	3	2	3	1	1
A11	2	3	3	3	3	1	2
A12	2	3	3	3	1	1	1
A13	2	2	1	1	2	1	2
A14	1	3	3	1	2	2	1
A15	1	1	2	1	2	3	1
A16	2	2	1	2	3	1	3
A17	1	3	2	1	2	2	2
A18	1	1	1	2	1	1	1
A19	2	3	3	3	2	1	1
B1	2	2	3	3	2	2	1
B2	2	3	2	2	1	2	1
B3	2	3	1	2	1	1	1
B4	1	1	1	2	1	1	2
B5	2	3	2	1	2	1	2
B6	2	2	1	1	1	1	1
B7	1	3	3	3	2	1	1
B8	2	1	2	1	2	2	2
B9	1	2	1	2	2	1	2
B10	1	3	3	1	2	1	2
B11	2	2	1	2	2	1	2
B12	2	3	3	3	3	3	2
B13	1	2	3	1	1	1	2
B14	2	2	2	1	2	1	3
B15	2	2	2	2	2	2	2
B16	1	2	2	2	1	1	1
B17	1	1	2	2	3	2	1
B18	2	1	3	1	2	3	1
B19	2	3	1	3	2	2	2
Total	(N)	38	38	38	38	38	38

Appendix C. Descriptive Statistics

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
item1	38	1	3	83	2.18	.801	.641
item2	38	1	3	76	2.00	.838	.703
item3	38	1	3	65	1.71	.768	.590
item4	38	1	3	72	1.89	.689	.475
item5	38	1	3	56	1.47	.687	.472
item6	38	1	3	58	1.53	.603	.364
item7	38	1	3	77	2.03	.854	.729
item8	38	1	3	59	1.55	.602	.362
item9	38	1	3	76	2.00	.805	.649
item10	38	1	3	73	1.92	.784	.615
item11	38	1	3	71	1.87	.811	.658
item12	38	1	3	66	1.74	.685	.469
item13	38	1	3	66	1.74	.828	.686
item14	38	1	3	75	1.97	.716	.513
item15	38	1	3	73	1.92	.632	.399
item16	38	1	3	65	1.71	.835	.698
item17	38	1	3	65	1.71	.802	.644
item18	38	1	3	59	1.55	.724	.524
item19	38	1	3	76	2.00	.805	.649
item20	38	1	3	71	1.87	.741	.550
item21	38	1	3	60	1.58	.722	.521
item22	38	1	3	65	1.71	.768	.590
item23	38	1	3	78	2.05	.837	.700
item24	38	1	3	71	1.87	.777	.604
item25	38	1	3	70	1.84	.754	.569
item26	38	1	3	71	1.87	.875	.766
item27	38	1	3	69	1.82	.692	.479
item28	38	1	3	71	1.87	.875	.766
item29	38	1	3	78	2.05	.733	.538
item30	38	1	3	76	2.00	.805	.649
item31	38	1	3	66	1.74	.760	.578
item32	38	1	3	67	1.76	.675	.456
item33	38	1	3	78	2.05	.769	.592
Valid N (listwise)	38						

Frequency Table

item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	23.7	23.7	23.7
	uncertain	13	34.2	34.2	57.9
	agree	16	42.1	42.1	100.0
	Total	38	100.0	100.0	

item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	34.2	34.2	34.2
	uncertain	12	31.6	31.6	65.8
	agree	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	18	47.4	47.4	47.4
	uncertain	13	34.2	34.2	81.6
	agree	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	11	28.9	28.9	28.9
	uncertain	20	52.6	52.6	81.6
	agree	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	24	63.2	63.2	63.2
	uncertain	10	26.3	26.3	89.5
	agree	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	20	52.6	52.6	52.6
	uncertain	16	42.1	42.1	94.7
	agree	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	34.2	34.2	34.2
	uncertain	11	28.9	28.9	63.2
	agree	14	36.8	36.8	100.0
	Total	38	100.0	100.0	

item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	19	50.0	50.0	50.0
	uncertain	17	44.7	44.7	94.7
	agree	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	31.6	31.6	31.6
	uncertain	14	36.8	36.8	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	34.2	34.2	34.2
	uncertain	15	39.5	39.5	73.7
	agree	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	15	39.5	39.5	39.5
	uncertain	13	34.2	34.2	73.7
	agree	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	15	39.5	39.5	39.5
	uncertain	18	47.4	47.4	86.8
	agree	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	19	50.0	50.0	50.0
	uncertain	10	26.3	26.3	76.3
	agree	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	10	26.3	26.3	26.3
	uncertain	19	50.0	50.0	76.3
	agree	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

item15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	23.7	23.7	23.7
	uncertain	23	60.5	60.5	84.2
	agree	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

item16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	20	52.6	52.6	52.6
	uncertain	9	23.7	23.7	76.3
	agree	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

item17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	19	50.0	50.0	50.0
	uncertain	11	28.9	28.9	78.9
	agree	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

item18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	22	57.9	57.9	57.9
	uncertain	11	28.9	28.9	86.8
	agree	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

item19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	31.6	31.6	31.6
	uncertain	14	36.8	36.8	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

item20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	34.2	34.2	34.2
	uncertain	17	44.7	44.7	78.9
	agree	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

item21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	21	55.3	55.3	55.3
	uncertain	12	31.6	31.6	86.8
	agree	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

item22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	18	47.4	47.4	47.4
	uncertain	13	34.2	34.2	81.6
	agree	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

item23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	31.6	31.6	31.6
	uncertain	12	31.6	31.6	63.2
	agree	14	36.8	36.8	100.0
	Total	38	100.0	100.0	

item24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	14	36.8	36.8	36.8
	uncertain	15	39.5	39.5	76.3
	agree	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

item25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	14	36.8	36.8	36.8
	uncertain	16	42.1	42.1	78.9
	agree	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

item26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	17	44.7	44.7	44.7
	uncertain	9	23.7	23.7	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

item27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	13	34.2	34.2	34.2
	uncertain	19	50.0	50.0	84.2
	agree	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

item28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	17	44.7	44.7	44.7
	uncertain	9	23.7	23.7	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

item29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	23.7	23.7	23.7
	uncertain	18	47.4	47.4	71.1
	agree	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

item30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	12	31.6	31.6	31.6
	uncertain	14	36.8	36.8	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

item31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	17	44.7	44.7	44.7
	uncertain	14	36.8	36.8	81.6
	agree	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

item32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	14	36.8	36.8	36.8
	uncertain	19	50.0	50.0	86.8
	agree	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

item33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	10	26.3	26.3	26.3
	uncertain	16	42.1	42.1	68.4
	agree	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

[illegible]

		Case					
		Number	Students	Item 1	item2	item 3	Item 4
Female	1	2	A2	2	1	1	2
	2	3	A3	1	1	1	1
	3	4	A4	2	1	1	1
	4	5	A5	1	1	1	3
	5	6	A6	3	2	1	1
	6	9	A9	3	3	2	3
	7	10	A10	3	3	2	3
	8	11	A11	3	3	3	3
	9	12	A12	3	3	3	1
	10	13	A13	2	1	1	2
	11	16	A16	2	1	2	3
	12	19	A19	3	3	3	2
	13	20	B1	2	3	3	2
	14	21	B2	3	2	2	1
	15	22	B3	3	1	2	1
	16	24	B5	3	2	1	2
	17	25	B6	2	1	1	1
	18	27	B8	1	2	1	2
	19	30	B11	2	1	2	2
	20	31	B12	3	3	3	3
	21	33	B14	2	2	1	2
	22	34	B15	2	2	2	2
	23	37	B18	1	3	1	2
	24	38	B19	3	1	3	2
Total		(N)	24	24	24	24	24
Total		(N)	38	38	38	38	38

Appendix D. Inferential Statistics Computation

A. Pre-Analysis

1. Test of Normality

NPAR TESTS /K-S (NORMAL) = Total /MISSING
ANALYSIS.

NPar Tests

[DataSet1]

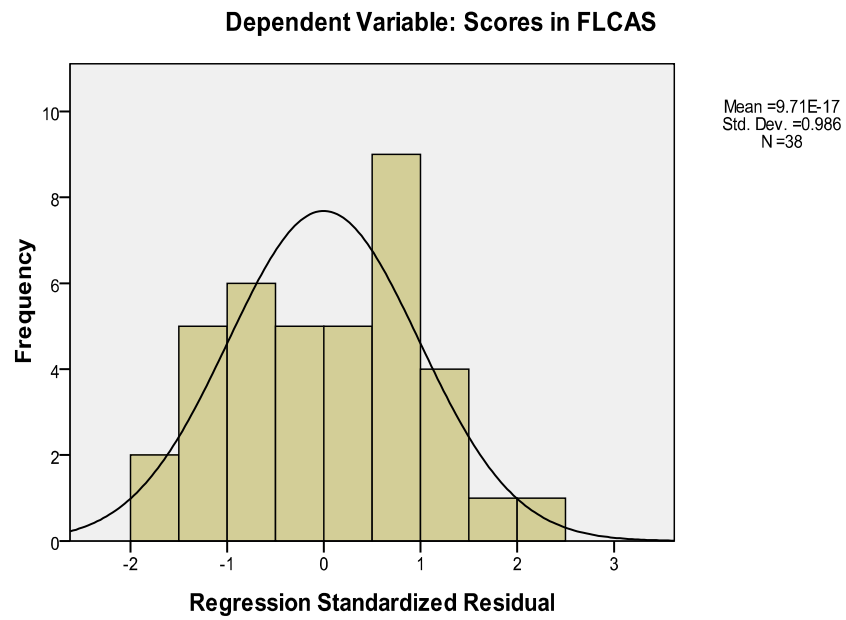
One-Sample Kolmogorov-Smirnov Test

		Scores in FLCAS
N		38
Normal Parameters ^{a,b}	Mean	60.58
	Std. Deviation	9.287
Most Extreme Differences	Absolute	.124
	Positive	.068
	Negative	-.124
Kolmogorov-Smirnov Z		.763
Asymp. Sig. (2-tailed)		.605

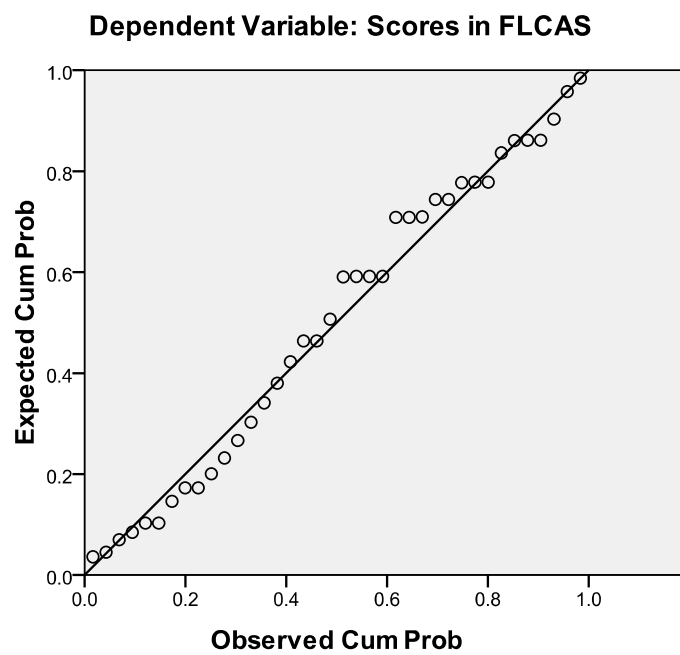
a. Test distribution is Normal.

b. Calculated from data.

Histogram



Normal P-P Plot of Regression Standardized Residual



2. Test of Homogeneity

```

REGRESSION    /DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING LISTWISE    /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=  PIN(.05)  POUT(.10)    /NOORIGIN
/DEPENDENT Total    /METHOD=ENTER Gender
/SCATTERPLOT=(Total ,*ADJPRED)    /RESIDUALS
HIST(ZRESID)  NORM(ZRESID)    /SAVE PRED.

```

Regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.216	1	36.216	.413	.524 ^a
	Residual	3155.048	36	87.640		
	Total	3191.263	37			

a. Predictors: (Constant), Gender

b. Dependent Variable: Scores in FLCAS

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Gender ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Scores in FLCAS

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107 ^a	.011	-.016	9.362

a. Predictors: (Constant), Gender

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107 ^a	.011	-.016	9.362

a. Predictors: (Constant), Gender

b. Dependent Variable: Scores in FLCAS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.881	5.356		11.926	.000
Gender	-2.024	3.148	-.107	-.643	.524

a. Dependent Variable: Scores in FLCAS

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	59.83	61.86	60.58	.989	38
Std. Predicted Value	-.754	1.292	.000	1.000	38
Standard Error of Predicted Value	1.911	2.502	2.129	.289	38
Adjusted Predicted Value	58.96	62.85	60.58	1.101	38
Residual	-16.833	20.167	.000	9.234	38
Std. Residual	-1.798	2.154	.000	.986	38
Stud. Residual	-1.837	2.201	.000	1.011	38
Deleted Residual	-17.565	21.043	.000	9.702	38
Stud. Deleted Residual	-1.902	2.332	.000	1.030	38
Mahal. Distance	.568	1.669	.974	.538	38
Cook's Distance	.000	.105	.025	.026	38
Centered Leverage Value	.015	.045	.026	.015	38

a. Dependent Variable: Scores in FLCAS

B. Hypothesis Testing

T-Test

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
FLA	Male	14	61.86	7.167	1.915
	Female	24	59.83	10.399	2.123

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FLA	Equal variances assumed	2.714	.108	.643	36	.524	2.024	3.148	-4.361	8.409
	Equal variances not assumed			.708	34.839	.484	2.024	2.859	-3.782	7.829



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0127d/UN.34.12/DT/I/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

28 Januari 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

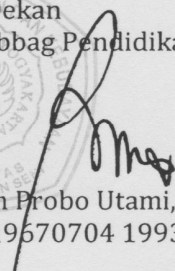
A STUDY OF FOREIGN LANGUAGE ANXIETY OF MALE AND FEMALE ELEMENTARY SCHOOL STUDENTS IN LEARNING ENGLISH

Mahasiswa dimaksud adalah :

Nama : CHANNA SOIM
NIM : 05202241059
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari 2014
Lokasi Penelitian : SDN Samirono, Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

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NIP 19670704 199312 2 001

Tembusan:
1. Kepala SDN Samirono, Sleman



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
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SURAT IZIN

Nomor : 070 / Bappeda / 346 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/334/2014
 Hal : Rekomendasi Penelitian

Tanggal : 30 Januari 2014

MENGIZINKAN :

Kepada :
 Nama : CHANNA SOIM
 No.Mhs/NIM/NIP/NIK : 05202241059
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
 Alamat Rumah : Jl Raya Pondok No. 10 Pondok CC Depok
 No. Telp / HP : 087839350674
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
 A STUDY OF FOREIGN LANGUAGE ANXIETY OF MALE AND FEMALE
 ELEMENTARY SCHOOL STUDENTS IN LEARNING ENGLISH
 Lokasi : SD Negeri Samirono
 Waktu : Selama 3 bulan mulai tanggal: 30 Januari 2014 s/d 30 April 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 30 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
 Pembina, IV/a
 NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Depok
5. Ka. SD Negeri Samirono
6. Dekan Fak. Bahasa & Seni-UNY
7. Yang Bersangkutan